

STATE BOARD OF EDUCATION
Action Item
July 23, 2015

SUBJECT: Approval of Performance Funding for the Florida College System

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Specific Appropriation 122 of the 2015-16 General Appropriations Act and Implementing Bill Senate Bill 2502-A (2015) Section 15

EXECUTIVE SUMMARY

Proviso language from the 2015 Special Session A of the Florida Legislature specifies that the State Board of Education must adopt a performance funding model based on a modified version of the Commissioner's Recommended Performance Funding Model to distribute new and a portion of base funding for colleges for the 2015-16 year. The proposed funding model meets the requirements of the General Appropriations Act and implementing bill by: adopting a performance funding model, adopting benchmarks to measure the achievement of institutional excellence or improvement, and establishing a minimum performance threshold that colleges must meet in order to be eligible for the state's investment in performance funds.

Supporting Documentation Included: Florida College System Performance Funding Overview

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Florida College System Performance Funding Overview

DRAFT FOR CONSIDERATION BY THE STATE BOARD OF EDUCATION

JULY 23, 2015



In 2014, the Commissioner of Education was charged by the Florida Legislature with developing a performance funding model for Florida College System institutions. Over the next year, the Commissioner engaged college representatives and other stakeholders in the development of a model. In January of 2015 the Commissioner submitted the recommended performance funding model and continued soliciting feedback from college representatives resulting in a modified model.

Proviso language from the 2015 Special Session A of the Florida Legislature specifies that the State Board of Education must adopt a performance funding model based on a modified version of the Commissioner's Recommended Performance Funding Model.

The following details outline important aspects of the performance funding model.

Measures

The Commissioner's original funding model contained nine measures. The Legislature, in the budget, specified the model include just four measures: Job Placement, Completion Rates, Retention Rates, and Completer Entry Level Wages. Details related to how the cohort was defined, the timeframe for measurement, sources of data, the metrics used to construct the measure, and the points earned by each college on the measure are provided in the Appendix as items A, B, C, and D.

Weighting Measures

When the model was initially designed in 2014, all measures were worth 10 points. However, as data were collected to construct the measures, there was the realization that some data sources had less accessibility than others. For example: Data about students while in college, such as retention or completion rates, relied on data that the college held for all students. Alternatively, data sources for wages and the placement of graduates were not contained in a single database and required the use of data held by, in some cases, other states to which access is not available. This is in part because students, upon graduation, may move to another state where access to that job placement and wage information is not readily available.

Following feedback and valuable input from the colleges, the measures related to job placement and entry level wages were weighted less prior to calculating the results for each college with the most current data. The result is that there are two measures with a maximum value of ten points (Completion Rates and Retention Rates), one measure with a maximum value of 7.5 points (Job Placement), and one measure with a maximum value of 3 points (Entry Level Earnings) for a model total of 30.5 points. This was developed in line with input from college presidents and other stakeholders.

Model Point Summary

Each college has the opportunity to earn points in one of two ways, either by meeting an Excellence benchmark or an Improvement benchmark. The Excellence benchmark compares colleges against each other on a particular measure. The Improvement benchmark compares a college against itself thereby earning points for improvement.

A college's performance for the measure is determined by using the higher score between the Excellence and Improvement benchmark scores, and then doubling that score. So, for example, if the college earned 4 points on the Excellence benchmark and 4.5 on the Improvement benchmark, the college would get a score of 9 ($4.5 \times 2 = 9.0$).

The points earned by each college for each of the four measures were then added together to arrive at a point total. A summary document with each college's points for each measure and point total for the proposed model is provided in Table 1 (below).

Allocations & Base Calculations

The Legislature and Governor provided \$40 million of General Revenue for performance funding. Of this \$40 million, \$20 million is the result of additional investments in the Florida College System institutions and \$20 million of the investment was provided by withholding a proportional amount of revenue from each college's base funding. These funds are proposed to be allocated in the following manner.

Using each college's point total the colleges were grouped into three groups based upon where they fell on the point total distribution. The seven colleges with the highest point total are in the gold category (Gold Colleges), those colleges above one standard deviation below the mean are in the silver category (Silver Colleges) and those colleges whose point total fell more than one standard deviation below the mean are in the bronze category (Bronze Colleges). Categories have implications for the type of performance funding received.

- Gold Colleges have their base funding restored, receive a proportional amount of performance dollars, and also a proportional amount of performance dollars that would have been allocated to the colleges in the bronze category based on the size of their recurring base budget and the total points they earned.
- Silver Colleges have their base funding restored and receive a proportional amount of performance dollars.
- Bronze Colleges have a percentage of their base funding withheld with the opportunity to submit an improvement plan to the State Board of Education and, upon showing progress in its implementation, have that base funding restored.

In this model, no college automatically loses money. Bronze Colleges have the opportunity to earn back the funding being withheld through the development and adequate implementation of an improvement plan as described below. Should a Bronze College not make progress on its improvement plan that warrants an allocation of withheld funds, the remaining balance at the end of the year will be redistributed to Gold Colleges in a proportional manner.

Table 1. 2015-2016 Florida College System Performance Funding Model Point Totals

Category*	College	Performance Funding Measures				Point Total
		Job Placement/ Continuing Education	Completion Rates	Retention Rates	Entry Level Wages	
		Maximum 7.50	Maximum 10.00	Maximum 10.00	Maximum 3.00	
Gold	Santa Fe College	6.75	10.00	8.00	1.20	25.95
	Valencia College	7.50	8.67	9.00	0.30	25.47
	Tallahassee Community College	7.50	4.33	10.00	3.00	24.83
	Lake-Sumter State College	5.25	10.00	7.00	1.20	23.45
	Gulf Coast State College	3.75	10.00	7.00	1.20	21.95
	State College of Florida, Manatee-Sarasota	7.50	7.33	6.00	0.90	21.73
	Florida SouthWestern State College	7.50	7.33	3.00	3.00	20.83
Silver	Chipola College	3.75	10.00	6.00	0.90	20.65
	Broward College	5.25	1.67	10.00	3.00	19.92
	Florida Gateway College	0.75	6.00	10.00	3.00	19.75
	Seminole State College of Florida	6.00	4.00	8.00	0.90	18.90
	Hillsborough Community College	5.25	6.67	5.00	1.80	18.72
	Miami Dade College	6.00	1.00	9.00	2.70	18.70
	Eastern Florida State College	3.75	7.33	7.00	0.30	18.38
	Palm Beach State College	5.25	2.67	10.00	0.30	18.22
	Polk State College	7.50	3.00	5.00	2.70	18.20
	St. Johns River State College	4.50	5.00	8.00	0.30	17.80
	Florida Keys Community College	0.75	8.00	6.00	3.00	17.75
	South Florida State College	3.75	7.33	2.00	3.00	16.08
	Florida State College at Jacksonville	0.75	5.00	8.00	1.50	15.25
	North Florida Community College	2.25	8.33	4.00	0.60	15.18
	St. Petersburg College	3.75	1.00	7.00	3.00	14.75
Indian River State College	3.00	5.00	5.00	0.90	13.90	
Bronze	Pasco-Hernando State College	4.50	1.67	5.00	2.10	13.27
	College of Central Florida	0.75	5.00	6.00	0.30	12.05
	Daytona State College	0.75	6.67	3.00	0.90	11.32
	Northwest Florida State College	2.25	6.67	1.00	0.30	10.22
	Pensacola State College	0.75	1.33	2.00	3.00	7.08

*Using each college's point total the colleges were placed into three groups based upon point totals. The seven colleges with the highest point total are in the gold category, those colleges above one standard deviation below the mean are in the silver category and those college whose point total were more than one standard deviation below the mean are in the bronze category. Categories have implications for the type of performance funding received.

Average 17.868
St. Dev. 4.540

Improvement Plans

Bronze Colleges shall prioritize one or more of the Florida College System (FCS) performance funding measures where, based on statewide results, college performance warrants further improvement: Job Placement; Program Completion and Graduations Rates; Retention Rates; and Entry Level Wages for Graduates. Colleges will be given the opportunity to recapture state funds that have been held back by developing and effectively implementing an improvement plan that includes strategies and activities for improving the institution's performance. The plan must focus on specific activities where measureable and verifiable progress can be made within a single year.

Guiding Principles for Improvement Plan Elements

- Evidence Based: The strategy has an evidence based foundation that the planned activities directly contribute to elevated results on the performance funding measure(s) the college selected.
- Clearly Communicated: The activities are clearly defined and widely understood by parties involved in the change.
- Demonstrable Outcomes: Outcomes of the activities are measureable and verifiable using accessible data and existing tools and technologies yielding demonstrable progress that can be documented in the mid-year and end-of-year reports.
- Time Sensitive: Progress and outcomes should be completed within the one year measurement timeframe.
- Sustainable: The structured interventions that contribute to positive change should continue forward into the foreseeable future.

Reporting Template

A college may implement between one and three strategies focusing on their measure with the lowest point total. Colleges are directed to develop a detailed plan containing specific strategies and implementation activities to elevate performance that shall include the following components:

1. An identification of which measure is to be improved.
2. A description of the strategy to be employed.
3. Activity/ies (up to three per strategy) to implement the strategy that includes
 - a. A description of each activity.
 - b. The beginning date of each activity.
 - c. The end date of each activity.
 - d. The anticipated evidence indicating success as envisioned in September 2015.
 - e. The actual evidence indicating if success, as envisioned in September 2015, was achieved by December 1, 2015.
 - f. The actual evidence indicating if success, as envisioned in September 2015, was achieved by April 2016.

Technical support and additional details of the improvement plan and monitoring report will be provided by the Division of Florida Colleges.

Systemic Approach to Improvement

Bronze Colleges will be paired by the Commissioner of Education with Gold Colleges similar in type in geography who have scored well on the measure chosen for improvement by the Bronze College. The Gold College shall provide support and assistance to the Bronze College when requested at no expense to the Bronze College.

Timeline

July 27, 2015 Notification: On or before July 27, 2015 colleges whose total points resulted in classification as a Bronze College will be notified by the Commissioner that they will need to submit a program improvement plan.

September 1 Improvement Plan Submission:

By September 1, 2015, college officials shall submit a program improvement plan to the Commissioner of Education for review. The Commissioner shall make a recommendation to the State Board regarding the suitability of the improvement plan.

September 2015: College representatives shall attend the September 2015 State Board of Education (State Board) meeting and present their college's improvement plan. The State Board reviews the improvement plan and votes whether to approve the plan.

September – December, 2015: Colleges implement their State Board-approved improvement plan.

December 15, 2015 Mid-Year Monitoring Report: Colleges for which improvement plans were required must submit a monitoring report to the Commissioner of Education for review. The Commissioner shall make a recommendation to the State Board regarding the progress of the college as detailed in the monitoring report in terms of strategies and activities provided in the improvement plan.

January 2016: College representatives shall attend the January 2016 State Board of Education (State Board) meeting and present their college's monitoring report on the progress made to date on the strategies and activities of the Board-approved improvement plan. The State Board reviews the monitoring report for the improvement plan and votes to approve the release of a maximum of fifty (50) percent of the dollars withheld.

January – June 2016: Colleges continue their work to implement the plan.

April 30, 2016 End-of-Year Monitoring Report: Colleges for which improvement plans were required must submit a monitoring report to the Commissioner of Education for review. The Commissioner shall make a recommendation to the State Board regarding the progress of the college as detailed in the monitoring report in terms of strategies and activities provided in the improvement plan.

May 2016: College representatives shall attend the May 2016 State Board of Education meeting and present their college's monitoring report on the progress made to date on the strategies and activities of the Board approved improvement plan. The State Board reviews the monitoring report for the improvement plan and votes to approve the release of a maximum of 50 percent of the dollars withheld.

APPENDIX ITEM A

Job Placement or Continuing Education Measure

Job Placement or Continuing Education

One measure recommended by the Commissioner of Education focused on capturing the post-college outcomes of graduates. In particular, this measure was created to determine the Job Placement or Continuing Education rates of graduates. The method for quantifying this measure is provided as follows.

Defining the Cohort

This measure captures the outcomes of a cohort of graduates in the year after graduating. To be included in the cohort, the student would have earned one of the following credentials.

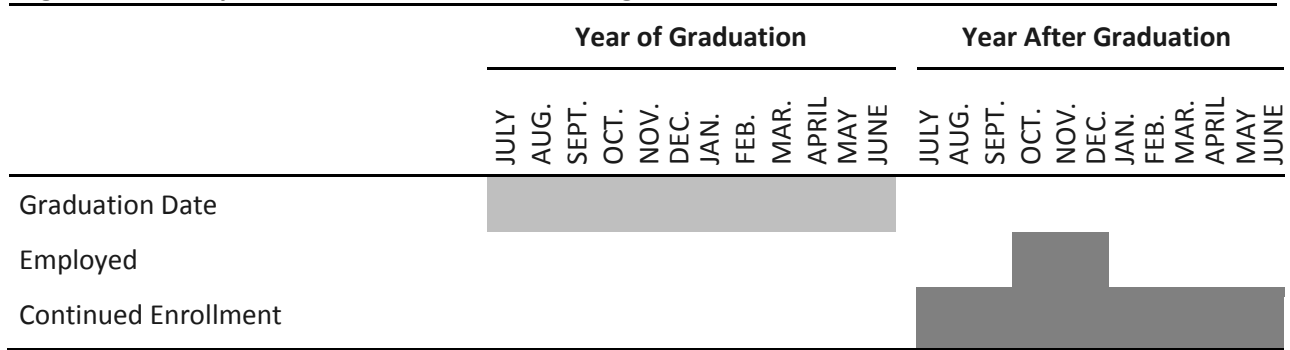
- Post-Secondary Adult Vocational Certificate (PSAV)/Career and Technical Certificate (CTC)
- Post-Secondary Vocational Certificates (PSVC)/College Credit Certificates (CCC)
- Applied Technical Diploma (ATD)
- Educator Preparation Institute (EPI)
- Certificate of Professional Preparation (CPP)
- Apprenticeship (APPR)
- Advanced Technical Certificate (ATC)
- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of Applied Science (AAS)
- Bachelors of Science (BS)
- Bachelors of Applied Science (BAS)

Timeframe for Measurement

There are two post-college outcomes that this measure recognizes for graduates. The first outcome identifies if the graduate is working whereas the second outcome identifies if the graduate is enrolled in continuing education.

Figure 1.1 shows the time frames used to develop this measure. Because many colleges have traditional and compressed terms, students may graduate at various times throughout the year. For the purposes of analysis, the standard practice of counting graduates for an entire academic year was applied. A student may therefore graduate during the summer, fall, winter or spring term. To be counted as employed, the graduate had to have an earnings record during the fourth fiscal quarter of the year which corresponds with October through December. To be counted as continuing their education, the graduate had to have an enrollment record in the year following graduation.

Figure 1.1. Example of the Timeframe for Counting Outcomes



Sources of Data

To identify the outcomes for this measure, Division of Florida College System and Florida Department of Education staff utilized three data sources (Table 1.1). First, the cohort was developed using the Student Data Base, which is part of the Community College and Technical Center Management Information System (CCTCMIS). After defining the cohort, students were matched against the Florida Education and Training Placements Information Program (FETPIP), which is housed within the Florida Department of Education, and then non-matching records were sent to The National Student Clearinghouse (NSC).

Table 1.1. Descriptions of Data Sources

Data Source	Description
CCTCMIS:	CCTCMIS is statewide data collection system for the Florida College System and Career & Adult Education institutions administered by the Florida Department of Education
FETPIP:	FETPIP is a data collection and consumer reporting system established to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida.
NSC:	NSC is a nonprofit and nongovernmental organization that provides for the exchange of student records in a trusted, secure and private environment for more than 3,600 institutions and 98% of students in public and private institutions of higher education.

Sources. www.fldoe.org and <http://www.studentclearinghouse.org/about/>

Metrics

Metrics were constructed after defining a concept to measure and then defining the cohort, timeframe for measurement, and sources of data.

For the Job Placement or Continuing Education measure, the metric was defined as the percentage of graduates who were either employed or continuing their education in the year after graduation.

The resulting data for each Florida College System institution on this metric are provided in Table 1.2.

Table 1.2. Data for Job Placement or Continuing Education Measure, by Florida College System Institution: 2015 Performance Funding Model

FCS Institution*	Prior Year 3 (2009-2010 Graduates)	Prior Year 2 (2010-2011 Graduates)	Prior Year 1 (2011-2012 Graduates)	Average of Prior 3 Years	Current Year (2012-2013 Graduates)
Eastern Florida	88.06%	88.89%	87.88%	88.28%	88.45%
Broward	91.80%	92.63%	89.68%	91.37%	89.63%
Central Florida	85.85%	85.10%	86.81%	85.92%	86.16%
Chipola	87.98%	88.07%	87.23%	87.76%	88.26%
Daytona	86.72%	87.29%	87.18%	87.06%	86.24%
Florida SouthWestern	91.47%	91.41%	90.67%	91.18%	91.80%
FSCJ	87.12%	86.88%	84.84%	86.28%	86.12%
FKCC	81.15%	87.14%	79.04%	82.45%	82.66%
Gulf Coast	88.07%	88.25%	85.69%	87.34%	88.29%
Hillsborough	89.96%	90.77%	88.49%	89.74%	89.68%
Indian River	88.22%	86.80%	87.49%	87.50%	87.78%
Florida Gateway	86.54%	88.13%	84.73%	86.47%	84.28%
Lake-Sumter	92.32%	92.45%	90.59%	91.79%	89.78%
Manatee-Sarasota	91.31%	90.82%	91.80%	91.31%	91.00%
Miami Dade	90.26%	90.32%	87.16%	89.25%	89.87%
North Florida	90.35%	89.26%	84.05%	87.88%	86.93%
Northwest Florida	83.00%	83.83%	84.84%	83.89%	84.57%
Palm Beach	89.05%	88.20%	88.48%	88.57%	89.52%
Pasco-Hernando	85.50%	88.80%	86.59%	86.96%	88.34%
Pensacola	82.76%	82.58%	80.98%	82.11%	81.23%
Polk State	91.95%	92.76%	87.83%	90.84%	91.68%
St. Johns River	89.66%	88.37%	89.35%	89.13%	89.04%
St. Petersburg	86.33%	89.09%	88.76%	88.06%	88.48%
Santa Fe	90.11%	90.47%	90.24%	90.27%	90.41%
Seminole	90.41%	90.45%	89.87%	90.24%	90.37%
South Florida	86.58%	88.28%	88.03%	87.63%	88.39%
Tallahassee	93.64%	93.03%	89.35%	92.01%	91.67%
Valencia	91.59%	92.64%	91.92%	92.05%	91.79%

*College names were truncated for formatting purposes.

Benchmarks to Earn Points

For this measure, two benchmarks are provided for each college: an Excellence Benchmark and an Improvement Benchmark. A college's performance for the measure is determined by using the higher benchmark score, which was then doubled. So, for example, if the college earned 4 points on the Excellence Benchmark and 4.5 on the Improvement Benchmark, the college would get a score of 9 (4.5 x 2 = 9.0). This measure has a maximum value of 10.0 and a minimum value of 1.0.

Excellence Benchmark. For the Job Placement and Continuing Education measure, the Excellence Benchmark was determined using data for each college's most recent year available and comparing it to the mean for all 28 colleges' prior three-year means. Colleges below the mean minus one standard deviation receive no points. Colleges receive points on a scale from low (the mean minus one standard deviation) to high (the mean plus one standard deviation) in ten increments. Colleges above the high point of the scale receive the maximum points available.

Improvement Benchmark. For the Job Placement and Continuing Education measure, the Improvement Benchmark was determined by using data for each college's most recent year available rate of change from the mean and comparing it to the three prior years for that college alone. Colleges with a rate below .25% receive no points. Colleges receive points on a scale from low (.25%) to high (2.50%) in ten increments. Colleges above the high point of the scale receive the maximum points available.

Data for each college on the Job Placement and Continuing Education measure are provided in Table 1.3.

Table 1.3. Job Placement and Continuing Education Measure, by Florida College and Points Earned: 2015 Performance Funding Model

FCS Institution	Points Earned		Points to be Used in the Model (Highest Point Total x 2)
	Excellence	Improvement	
Eastern Florida State College	2.5	0.0	5.0
Broward College	3.5	0.0	7.0
College of Central Florida	0.5	0.5	1.0
Chipola College	2.5	1.0	5.0
Daytona State College	0.5	0.0	1.0
Florida SouthWestern State College	5.0	1.0	10.0
Florida State College at Jacksonville	0.5	0.0	1.0
Florida Keys Community College	0.0	0.5	1.0
Gulf Coast State College	2.5	2.0	5.0
Hillsborough Community College	3.5	0.0	7.0
Indian River State College	2.0	0.5	4.0
Florida Gateway College	0.0	0.0	1.0
Lake-Sumter State College	3.5	0.0	7.0
State College of Florida, Manatee-Sarasota	5.0	0.0	10.0
Miami Dade College	4.0	1.0	8.0
North Florida Community College	1.5	0.0	3.0
Northwest Florida State College	0.0	1.5	3.0
Palm Beach State College	3.5	2.0	7.0
Pasco-Hernando State College	2.5	3.0	6.0
Pensacola State College	0.0	0.0	1.0
Polk State College	5.0	1.5	10.0
St. Johns River State College	3.0	0.0	6.0
St. Petersburg College	2.5	0.5	5.0
Santa Fe College	4.5	0.0	9.0
Seminole State College of Florida	4.0	0.0	8.0
South Florida State College	2.5	1.5	5.0
Tallahassee Community College	5.0	0.0	10.0
Valencia College	5.0	0.0	10.0

The points earned for this measure may be used in the performance funding model. However, because the Commissioner's recommended model applies different weights to measures it is not possible to add the points earned across multiple measures, as depicted in this and similar documents, to arrive at the final outcome of the performance funding model.

APPENDIX ITEM B

Completion Rate Measure

Completion Rate

One measure recommended by the Commissioner of Education focused on capturing the success of students. In particular, this measure was created to determine the Completion Rates of students. The method for quantifying this measure is provided as follows.

Defining the Cohort

This measure captures the outcomes of a cohort of full-time, first-time in college students who graduate within a defined period of time. For this measure there are two different cohorts.

Lower Division Cohort. One cohort includes first-time, full-time lower division students enrolled at the beginning of the fall term. Lower division students are enrolled in programs that lead to one of the following credentials:

- Post-Secondary Adult Vocational Certificate (PSAV)/Career and Technical Certificate (CTC)
- Post-Secondary Vocational Certificates (PSVC)/College Credit Certificates (CCC)
- Applied Technical Diploma (ATD)
- Apprenticeship (APPR)
- Advanced Technical Certificate (ATC)
- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of Applied Science (AAS)

To be included in the lower division cohort, the student must enroll in the fall term. In following with standard practice, high school graduates who were enrolled in the summer and fall term or who previously earned college credits were also included in the lower division cohort.

Upper Division Cohort. Another cohort includes first-time, full-time upper division students from the fall term. Upper division students are enrolled in programs that lead to either a Bachelor of Science (BS) or Bachelor of Applied Science (BAS) degree.

To be included in the upper division cohort the student is required to have a Bachelor program student record. An appropriate course is also required to consider the student enrolled and these records are matched to the demographic record for the fall term only for the full-time status and then to an admissions record for the fall term only with the acceptable admissions status codes.

The Completion Rate measure was adjusted in two ways. First, students who transferred out of the college were removed as the measure does not include transfer as an outcome. Second, the lower division cohort's denominator was adjusted for students who had allowable exclusions. These allowable exclusions are standard practice – they are used by the U.S. Department of Education's graduation rate calculation – and include death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions (National Center for Education Statistics, n.d.). Also, because the cohorts end at different times, and adjustments are made to the cohorts that include

removing all students that transferred prior to completing a credential, the number of students in the adjusted cohort is not the same between the 150% and 200% cohorts.

Timeframe for Measurement

Colleges publish a new ‘catalog’ for each year. The catalog describes the programs offered by the college and the clock or credit hours needed to successfully complete the program. For example, an AA degree is identified as taking 60 credit hours in the catalog. Since full time is assumed to be 30 credit hours per year, 100% of catalog time to completion for an AA degree would be two years.

Figure 2.1 provides an example of how 100%, 150% and 200% of catalog time for an associate degree compare to each other. The 150% time frame for measuring graduation is standard as not all students enroll full-time every term. A student may therefore graduate at any time prior to and including year 3 to be counted as a completer in the 150% measures, or any time prior to and including year 4 to be counted as a completer in the 200% measure.

Figure 2.1. Comparison of 100%, 150% and 200% of Catalog Time for an Associate Degree

Time to Graduation	Year 1	Year 2	Year 3	Year4
CATALOG TIME (100%)	ENROLLED	GRADUATED		
150%	ENROLLED	ENROLLED	GRADUATED	
200%	ENROLLED	ENROLLED	ENROLLED	GRADUATED

Sources of Data

To identify the outcomes for this measure, Division of Florida College System and Florida Department of Education staff utilized two data sources (Table 2.1). First, the cohort was developed using the Student Data Base and the Admissions Data Base for upper division students, which are part of the Community College and Technical Center Management Information System (CCTCMIS). Once identified, students comprising each cohort were tracked for 150% and 200% of catalog time using the CCTCMIS Student Data Base, the Florida Education and Training Placements Information Program (FETPIP), and The National Student Clearinghouse (NSC).

Table 2.1. Descriptions of Data Sources

Data Source	Description
CCTCMIS:	CCTCMIS is statewide data collection system for the Florida College System and Career & Adult Education institutions administered by the Florida Department of Education.
FETPIP:	FETPIP is a data collection and consumer reporting system established to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida.
NSC:	NSC is a nonprofit and nongovernmental organization that provides for the exchange of

student records in a trusted, secure and private environment for more than 3,600 institutions and 98% of students in public and private institutions of higher education.

Sources. www.fldoe.org and <http://www.studentclearinghouse.org/about/>

Metrics

Particular metrics were created after defining a concept to measure and then defining the cohort, timeframe for measurement, and sources of data.

For the Completion Rate measure, the metric was defined for both cohorts (Upper and Lower Division) for two time frames (150% and 200% of catalog time). Because not all colleges offer upper division programs, the data were combined in the following manner to create two metrics that treated upper and lower division students the same. This was accomplished by adding together the number of graduates in the numerator for the upper and lower division and the number of students in the denominator for both lower and upper division to come to a single metric for both the 150% and 200% Completion Rates.

Table 2.2 illustrates how this was accomplished. In the example, the college offered both upper and lower division programs. Both of which had a 150% Completion Rate of 20% (1,000/5,000 and 100/500 respectively). To arrive at a metric for the 150% Completion Rate, the numerators for lower division (1,000 students) and upper division (100 students) were summed to arrive at 1,100 students. The same process was used for the denominator (5,000 + 500) to arrive at 5,500. The resulting 150% Completion Rate for this college was then 20% (1,100/5,500). This process was repeated to identify the 200% Completion Rate.

Table 2.2. Example of Completion Rate Calculations

	Students in the Cohort		Total
	Lower Division	Upper Division	
150% Completion Rate			
Numerator	1,000	100	1,100
Denominator	5,000	500	5,500
Rate	20%	20%	20%
200% Completion Rate			
Numerator	1,500	150	1,650
Denominator	5,000	500	5,500
Rate	30%	30%	30%

The resulting data for each Florida College System institution on this metric are provided in Tables 2.3a and 2.3b.

Table 2.3a. Data for Completion Rate Measure for the 150% Cohort, by Florida College System Institution: 2015 Performance Funding Model

FCS Institution*	Prior Year 3	Prior Year 2	Prior Year 1	Average of 3	Current Year
	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Prior Years	Fall 2010 Cohort
Eastern Florida	52.47%	44.97%	50.19%	49.21%	46.37%
Broward	39.65%	37.67%	36.47%	37.93%	36.45%
Central Florida	46.23%	44.26%	44.85%	45.11%	43.47%
Chipola	58.52%	55.96%	64.04%	59.50%	57.10%
Daytona	40.77%	37.89%	40.81%	39.82%	44.81%
Florida	38.72%	37.15%	38.83%	38.24%	40.69%
SouthWestern					
FSCJ	40.78%	39.01%	41.03%	40.27%	41.39%
FKCC	38.10%	38.10%	46.51%	40.90%	42.37%
Gulf Coast	36.80%	25.93%	44.00%	35.57%	45.22%
Hillsborough	32.97%	32.22%	27.79%	30.99%	34.22%
Indian River	44.09%	40.47%	43.35%	42.64%	43.54%
Florida Gateway	53.57%	39.19%	43.93%	45.56%	46.50%
Lake-Sumter	48.56%	40.76%	48.03%	45.79%	51.46%
Manatee-Sarasota	35.54%	34.08%	40.71%	36.78%	37.89%
Miami Dade	37.10%	39.60%	34.14%	36.95%	33.98%
North Florida	50.00%	59.65%	52.94%	54.20%	49.34%
Northwest Florida	44.61%	42.16%	41.37%	42.71%	49.53%
Palm Beach	37.53%	40.61%	39.71%	39.28%	38.65%
Pasco-Hernando	39.23%	37.64%	39.74%	38.87%	36.05%
Pensacola	36.03%	34.26%	33.68%	34.65%	35.15%
Polk	32.48%	33.11%	37.27%	34.29%	32.86%
St. Johns River	46.51%	43.47%	49.36%	46.45%	40.60%
St. Petersburg	41.53%	39.45%	36.18%	39.05%	35.45%
Santa Fe	74.00%	67.46%	62.97%	68.15%	64.86%
Seminole	42.94%	42.10%	40.46%	41.83%	42.12%
South Florida	47.16%	61.82%	57.40%	55.46%	44.93%
Tallahassee	47.12%	41.25%	41.80%	43.39%	41.14%
Valencia	50.86%	50.37%	49.09%	50.11%	48.62%

*College names were truncated for formatting purposes.

Table 2.3b. Data for Completion Rate Measure for the 200% Cohort, by Florida College System Institution: 2015 Performance Funding Model

FCS Institution*	Prior Year 3	Prior Year 2	Prior Year 1	Average of 3	Current Year
	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Prior Years	Fall 2009 Cohort
Eastern Florida	57.40%	60.50%	53.42%	57.11%	58.01%
Broward	53.86%	51.71%	51.49%	52.35%	50.11%

Central Florida	60.53%	55.66%	52.72%	56.31%	53.71%
Chipola	61.62%	64.80%	58.13%	61.52%	65.55%
Daytona	52.38%	49.12%	46.58%	49.36%	49.23%
Florida	46.95%	49.56%	46.59%	47.70%	48.29%
SouthWestern					
FSCJ	48.26%	49.84%	48.70%	48.93%	50.34%
FKCC	54.84%	47.27%	39.08%	47.06%	52.27%
Gulf Coast	47.60%	48.20%	40.30%	45.37%	52.55%
Hillsborough	48.30%	44.11%	42.71%	45.04%	38.27%
Indian River	55.16%	53.46%	51.19%	53.27%	53.12%
Florida Gateway	47.37%	61.38%	45.48%	51.41%	51.01%
Lake-Sumter	55.20%	61.54%	52.61%	56.45%	59.63%
Manatee-Sarasota	51.69%	44.75%	44.67%	47.03%	50.79%
Miami Dade	47.22%	47.24%	49.47%	47.97%	43.62%
North Florida	60.14%	56.90%	61.65%	59.56%	58.43%
Northwest Florida	56.60%	51.44%	52.91%	53.65%	50.30%
Palm Beach	53.54%	49.06%	53.46%	52.02%	51.73%
Pasco-Hernando	48.70%	50.21%	48.28%	49.06%	49.63%
Pensacola	46.07%	46.64%	46.28%	46.33%	44.70%
Polk	48.75%	43.14%	43.99%	45.29%	47.34%
St. Johns River	61.09%	54.90%	56.80%	57.59%	59.04%
St. Petersburg	48.61%	50.99%	50.02%	49.87%	46.97%
Santa Fe	67.50%	81.83%	75.17%	74.83%	72.34%
Seminole	53.88%	52.83%	51.75%	52.82%	51.12%
South Florida	61.13%	53.26%	57.86%	57.42%	62.50%
Tallahassee	60.31%	58.60%	54.95%	57.95%	52.45%
Valencia	59.75%	61.66%	62.30%	61.23%	62.79%

*College names were truncated for formatting purposes.

Benchmarks to Earn Points

For this measure, four thresholds are provided for each college: two Excellence Thresholds (one for 150% and one for 200%) and two Improvement Thresholds (one for 150% and one for 200%). A college's performance for the measure is determined by using the combined 150% and 200% thresholds resulting in the highest benchmark score, doubled. So, for example, if the college earned a combined 2.5 points on the Excellence Benchmark and a combined 3.5 on the Improvement Benchmark, the college would get a score of 7 ($3.5 \times 2 = 7$). This measure has a maximum value of 10.0 and a minimum value of 1.0.

Excellence Benchmark. For the Completion Rate measure, the two Excellence Benchmarks were determined using data for each college's most recent year available and comparing it to the mean for all 28 colleges' prior three-year means. For each of the 150% and 200% thresholds, colleges below the mean minus one standard deviation received no points. Colleges received points on a scale from low (the mean minus one standard deviation) to high (the mean plus one standard deviation) in ten increments. Colleges above the high point of the scale received the maximum points available.

Improvement Benchmark. For the Completion Rate measure, the two Improvement Benchmarks were determined by using data for each college's most recent year available rate of change from the mean of the college's three prior. Colleges with a rate below .50% received no points. For each of the 150% and 200% thresholds colleges received points on a scale from low (.50%) to high (5.0%) in ten increments.

Colleges above the high point of the scale received the maximum points available.

Data for each college on the Completion Rate measure are provided in Table 2.4.

Table 2.4. Completion Rate Measure, by Florida College System Institution: 2015 Performance Funding Model

FCS Institution*	Points Earned						Points to be Used in the Model (Highest Point Total x's 2)
	Excellence			Improvement			
	150% (2/3)	200% (1/3)	Total	150% (2/3)	200% (1/3)	Total	
Eastern Florida	2.33	1.33	3.67	0.00	0.50	0.50	7.33
Broward	0.33	0.50	0.83	0.00	0.00	0.00	1.67
Central Florida	1.67	0.83	2.50	0.00	0.00	0.00	5.00
Chipola	3.33	1.67	5.00	0.00	1.67	1.67	10.00
Daytona	2.00	0.33	2.33	3.33	0.00	3.33	6.67
Florida SouthWestern	1.33	0.33	1.67	3.33	0.33	3.67	7.33
FSCJ	1.33	0.50	1.83	1.67	0.83	2.50	5.00
FKCC	1.33	0.67	2.00	2.33	1.67	4.00	8.00
Gulf Coast	2.00	0.83	2.83	3.33	1.67	5.00	10.00
Hillsborough	0.00	0.00	0.00	3.33	0.00	3.33	6.67
Indian River	1.67	0.83	2.50	1.33	0.00	1.33	5.00
Florida Gateway	2.33	0.67	3.00	1.33	0.00	1.33	6.00
Lake-Sumter	3.33	1.67	5.00	3.33	1.67	5.00	10.00
Manatee-Sarasota	0.67	0.50	1.17	2.00	1.67	3.67	7.33
Miami Dade	0.00	0.00	0.00	0.00	0.00	0.00	1.00
North Florida	2.67	1.50	4.17	0.00	0.00	0.00	8.33
Northwest Florida	2.67	0.50	3.17	3.33	0.00	3.33	6.67
Palm Beach	0.67	0.67	1.33	0.00	0.00	0.00	2.67
Pasco-Hernando	0.33	0.50	0.83	0.00	0.33	0.33	1.67
Pensacola	0.00	0.00	0.00	0.67	0.00	0.67	1.33
Polk	0.00	0.17	0.17	0.00	1.50	1.50	3.00
St. Johns River	1.00	1.50	2.50	0.00	0.83	0.83	5.00
St. Petersburg	0.33	0.17	0.50	0.00	0.00	0.00	1.00
Santa Fe	3.33	1.67	5.00	0.00	0.00	0.00	10.00
Seminole	1.33	0.67	2.00	0.33	0.00	0.33	4.00
South Florida	2.00	1.67	3.67	0.00	1.67	1.67	7.33
Tallahassee	1.33	0.83	2.17	0.00	0.00	0.00	4.33
Valencia	2.67	1.67	4.33	0.00	0.83	0.83	8.67

*College names were truncated for formatting purposes.

For this measure, the 150% rate was weighted at two-thirds (2/3) and the 200% rate was weighted at one-third (1/3). The maximum points for the 150% rate were 3.33 and the maximum points for the 200% rate were 1.67, which result in 5 points when added together.

The points earned for this measure may be used in the performance funding model. However, because the Commissioner's recommended model applies different weights to measures it is not possible to add the points earned across multiple measures, as depicted in this and similar documents, to arrive at the

final outcome of the performance funding model.

References

National Center for Education Statistics. (NCES). (n.d.) *Glossary*. Washington, DC: Institute for Education Sciences, U.S. Department of Education. Retrieved from <http://nces.ed.gov/ipeds/glossary/index.asp?id=207>

APPENDIX ITEM C

Retention Rate Measure

Retention Rate

One measure recommended by the Commissioner of Education focused on capturing the first important step to student success. In particular, this measure was created to determine the Retention Rate of students. The method for quantifying this measure is provided as follows.

Defining the Cohort

This measure captures the outcomes of a cohort of entering students who enroll in two consecutive fall terms. For this measure there are four different cohorts: two lower division and two upper division.

Lower Division Cohorts. There are two cohorts of lower division students. One cohort includes first-time, full-time lower division students enrolled in the fall term. The other cohort is the same as the first except that it includes part-time students.

Lower division students are enrolled in programs that lead to one of the following credentials:

- Post-Secondary Adult Vocational Certificate (PSAV)/Career and Technical Certificate (CTC)
- Post-Secondary Vocational Certificates (PSVC)/College Credit Certificates (CCC)
- Applied Technical Diploma (ATD)
- Apprenticeship (APPR)
- Advanced Technical Certificate (ATC)
- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of Applied Science (AAS)

Upper Division Cohorts. There are two cohorts of upper division students. One cohort includes first-time, full-time upper division students from the fall term. The other cohort is the same as the first except that it includes part-time rather than full-time students. Upper division students are enrolled in programs that lead to either a Bachelor of Science (BS) or Bachelor of Applied Science (BAS) degree.

The Retention Rate measure was adjusted in three ways. First, students who transferred out of the college were removed from the denominator as the measure does not include transfer as an outcome. Second, the lower division cohort's denominator was adjusted for students who had allowable exclusions. These allowable exclusions are standard practice – they are used by the U.S. Department of Education's graduation rate calculation – and include death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions (National Center for Education Statistics, n.d.). Third, students who graduated within one year – such as those in short-term certificate programs – were removed from the numerator and denominator.

Timeframe for Measurement

A student must be enrolled in two, sequential fall terms in order to be counted as being retained for the purposes of this measure. To illustrate the concept, a student enrolled in the fall of 2013 must be

enrolled in the fall of 2014 to be counted as retained. Figure 3.1 provides enrollment patterns for four fictitious students to reinforce the concept.

Figure 3.1. Enrollment Patterns of Four Students and Their Respective Retention Outcome.

STUDENT & OUTCOME	YEAR 1		YEAR 2	
	FALL TERM	SPRING TERM	FALL TERM	SPRING TERM
Student "A" was NOT RETAINED	ENROLLED	ENROLLED	NOT ENROLLED	NOT ENROLLED
Student "B" was NOT RETAINED	ENROLLED	ENROLLED	NOT ENROLLED	ENROLLED
Student "C" was RETAINED	ENROLLED	NOT ENROLLED	ENROLLED	ENROLLED
Student "D" was RETAINED	ENROLLED	ENROLLED	ENROLLED	NOT ENROLLED

In higher education the terms retention and persistence are often confused. To provide clarity, retention is defined as a measure of an institution’s ability to enroll the same student in the subsequent year. Alternatively, persistence is a measure of student behavior. For example, a student could enroll at one college in the fall of 2013 and a different college in the fall of 2014 and be persisting (towards a credential) but the student would not have been retained by the first college at which the student enrolled. Students that persisted by transferring to another college or university were removed from the cohort used to calculate this measure.

Sources of Data

To identify the outcomes for this measure, Division of Florida College System and Florida Department of Education staff utilized two data sources (Table 3.1). First, the cohort was developed using the Student Data Base, which is part of the Community College and Technical Center Management Information System (CCTCMIS). Once identified, students comprising each cohort were tracked for one year for the program using the CCTCMIS Student Data Base and The National Student Clearinghouse (NSC).

Table 3.1. Descriptions of Data Sources

Data Source	Description
CCTCMIS:	CCTCMIS is statewide data collection system for the Florida College System and Career & Adult Education institutions administered by the Florida Department of Education.
NSC:	NSC is a nonprofit and nongovernmental organization that provides for the exchange of student records in a trusted, secure and private environment for more than 3,600 institutions and 98% of students in public and private institutions of higher education.

Sources. www.fldoe.org and <http://www.studentclearinghouse.org/about/>

Metrics

Particular metrics were created after defining a concept to measure and then defining the cohort, timeframe for measurement, and sources of data.

For the Retention Rate measure, the metric was defined for both cohorts (Upper and Lower Division) for two enrollment intensities (full- and part-time). Because not all colleges offer upper division programs, the data were combined in the following manner to create two metrics that treated upper and lower division students the same. This was accomplished by adding together the number of students in the numerator for the upper and lower division and the number of students in the denominator for both lower and upper division to come to a single metric for both the Part- and Full-time Retention Rates.

Table 3.2 illustrates how this was accomplished. In the example, the college offered both upper and lower division programs. Both of which had a Part-time Retention Rate of 20% (1,000/5,000 and 100/500 respectively). To arrive at a metric for the Part-time Retention Rate, the numerators for lower division (1,000 students) and upper division (100 students) were summed to arrive at 1,100 students. The same process was used for the denominator (5,000 + 500) to arrive at 5,500. The resulting Part-time Retention Rate for this college was then 20% (1,100/5,500). This process was repeated to identify the Full-time Retention Rate.

Table 3.2. Example of Retention Rate Calculations

Retention Rate	Students in the Cohort		Total
	Lower Division	Upper Division	
Part-time Retention Rate			
Numerator	1,000	100	1,100
Denominator	5,000	500	5,500
Rate	20%	20%	20%
Full-time Retention Rate			
Numerator	1,500	150	1,650
Denominator	5,000	500	5,500
Rate	30%	30%	30%

The resulting data for each Florida College System institution on this metric are provided in Tables 3.3a to 3.3b.

Table 3.3a. Data for Retention Rate Measure for the Full-time Cohort, by Florida College System Institution: 2015 Performance Funding Model

FCS Institution*	Prior Year 3	Prior Year 2	Prior Year 1	Average of 3 Prior Years	Current Year
	Fall 09-10 to Fall 10-11	Fall 10-11 to Fall 11-12	Fall 11-12 to Fall 12-13		Fall 12-13 to Fall 13-14
Eastern Florida	72.35%	75.06%	67.73%	71.71%	72.39%
Broward	77.27%	76.35%	71.38%	75.00%	73.11%
Central Florida	67.47%	69.08%	65.74%	67.43%	66.33%
Chipola	69.13%	71.79%	70.16%	70.36%	64.72%
Daytona	67.45%	60.67%	63.27%	63.79%	60.48%
Florida SouthWestern	63.18%	64.78%	62.16%	63.37%	62.94%
FSCJ	63.11%	66.29%	63.59%	64.33%	67.89%
FKCC	61.54%	60.64%	61.11%	61.10%	69.35%
Gulf Coast	66.06%	72.20%	67.45%	68.57%	70.34%
Hillsborough	66.55%	66.32%	67.55%	66.80%	66.48%
Indian River	69.08%	70.45%	69.68%	69.74%	70.20%
Florida Gateway	59.03%	61.17%	62.58%	60.93%	64.37%
Lake-Sumter	67.92%	71.84%	72.67%	70.81%	69.25%
Manatee-Sarasota	64.87%	68.39%	68.44%	67.23%	68.73%
Miami Dade	74.06%	67.80%	71.18%	71.01%	73.16%
North Florida	70.34%	71.91%	74.38%	72.21%	70.25%
Northwest Florida	65.21%	62.04%	65.36%	64.20%	63.87%
Palm Beach	75.15%	72.59%	71.50%	73.08%	75.44%
Pasco-Hernando	70.67%	67.46%	63.49%	67.21%	67.07%
Pensacola	67.23%	68.06%	63.43%	66.24%	61.39%
Polk	72.94%	66.27%	58.36%	65.86%	63.53%
St. Johns River	70.14%	72.97%	61.87%	68.33%	69.30%
St. Petersburg	73.10%	71.55%	68.83%	71.16%	68.49%
Santa Fe	79.67%	78.57%	78.94%	79.06%	78.34%
Seminole	73.50%	71.54%	70.52%	71.85%	71.37%
South Florida	66.96%	65.67%	61.47%	64.70%	65.12%
Tallahassee	66.45%	65.99%	66.76%	66.40%	69.96%
Valencia	76.09%	73.75%	71.59%	73.81%	72.53%

*College names were truncated for formatting purposes.

Table 3.3b. Data for Retention Rate Measure for the Part-time Cohort, by Florida College System Institution: 2015 Performance Funding Model

FCS Institution*	Prior Year 3	Prior Year 2	Prior Year 1	Average of 3 Prior Years	Current Year
	Fall 09-10 to Fall 10-11	Fall 10-11 to Fall 11-12	Fall 11-12 to Fall 12-13		Fall 12-13 to Fall 13-14
Eastern Florida	47.29%	53.27%	48.85%	49.81%	53.09%
Broward	60.62%	59.91%	58.73%	59.75%	56.78%
Central Florida	46.68%	56.99%	52.20%	51.96%	58.19%
Chipola	42.31%	39.39%	50.00%	43.90%	56.72%
Daytona	55.09%	49.87%	53.60%	52.85%	52.08%
Florida SouthWestern	53.23%	53.35%	51.02%	52.53%	51.22%
FSCJ	47.93%	52.52%	47.77%	49.41%	51.14%
FKCC	48.42%	33.33%	33.33%	38.36%	38.89%
Gulf Coast	45.06%	44.96%	47.23%	45.75%	49.70%
Hillsborough	51.68%	52.38%	51.81%	51.96%	52.06%
Indian River	45.56%	48.79%	50.00%	48.11%	49.71%
Florida Gateway	35.68%	47.37%	48.57%	43.87%	49.15%
Lake-Sumter	50.40%	53.25%	51.13%	51.59%	53.93%
Manatee-Sarasota	50.24%	54.77%	54.23%	53.08%	52.15%
Miami Dade	58.44%	55.42%	53.36%	55.74%	54.69%
North Florida	42.11%	40.00%	47.83%	43.31%	45.24%
Northwest	44.92%	49.18%	42.94%	45.68%	46.32%
Palm Beach	57.51%	57.29%	58.11%	57.64%	57.45%
Pasco-Hernando	51.35%	51.13%	47.39%	49.96%	51.14%
Pensacola	49.56%	51.46%	48.76%	49.93%	49.42%
Polk	48.23%	52.18%	46.55%	48.98%	52.41%
St. Johns River	53.65%	53.14%	55.14%	53.98%	56.06%
St. Petersburg	57.34%	58.38%	55.73%	57.15%	55.65%
Santa Fe	58.71%	55.60%	55.12%	56.48%	51.95%
Seminole	51.76%	51.95%	55.25%	52.99%	54.22%
South Florida	52.60%	48.82%	50.00%	50.48%	46.60%
Tallahassee	51.52%	54.10%	46.16%	50.59%	56.06%
Valencia	59.79%	57.58%	55.39%	57.58%	58.55%

*College names were truncated for formatting purposes.

Benchmarks to Earn Points

For this measure, four Benchmarks are provided for each college: two values for the Excellence Benchmark (full time and part time) and two values for the Improvement Benchmarks (full time and part time). A college's performance for the measure is determined by using the benchmark resulting in the highest score, doubled. So, for example, if the college earned 5 points on the Excellence Benchmark and 2.5 on the Improvement Benchmark, the college would get a score of 10 (5 X 2 = 10). This measure has a maximum value of 10.0 and a minimum value of 1.0.

Excellence Benchmark. For the Retention Rate measure, the two Excellence Benchmarks were determined using data for each college's most recent year available and comparing it to the mean for all 28 colleges' prior three-year means for full time separate and for part time cohorts. Colleges below the mean minus one standard deviation received no points. Colleges received points on a scale from low (the mean minus one standard deviation) to high (the mean plus one standard deviation) in five

increments. Colleges above the high point of the scale received the maximum points available.

Improvement Benchmark. For the Retention Rate measure, the two Improvement Benchmarks were determined by using data for each college's most recent year rate of change from the mean of the college's three prior years. Colleges with a rate below 1.0% received no points. Colleges received points on a scale from low (1.0%) to high (5.0%) in five increments. Colleges above the high point of the scale received the maximum points available.

Data for each college on the Retention Rate measure are provided in Table 3.4.

Table 3.4. Retention Rate Measure, by Florida College System Institution: 2015 Performance Funding Model

FCS Institution*	Points Earned						Points to be Used in the Model (Highest Point Total x's 2)
	Excellence			Improvement			
	Full-time (1/2)	Part-time (1/2)	Total	Full-time (1/2)	Part-time (1/2)	Total	
Eastern Florida	2.0	1.5	3.5	0.0	2.5	2.5	7.0
Broward	2.5	2.5	5.0	0.0	0.0	0.0	10.0
Central Florida	0.5	2.5	3.0	0.0	2.5	2.5	6.0
Chipola	0.5	2.5	3.0	0.0	2.5	2.5	6.0
Daytona	0.0	1.5	1.5	0.0	0.0	0.0	3.0
Florida SouthWestern	0.0	1.5	1.5	0.0	0.0	0.0	3.0
FSCJ	1.0	1.5	2.5	2.5	1.5	4.0	8.0
FKCC	1.5	0.0	1.5	2.5	0.5	3.0	6.0
Gulf Coast	1.5	1.0	2.5	1.0	2.5	3.5	7.0
Hillsborough	1.0	1.5	2.5	0.0	0.0	0.0	5.0
Indian River	1.5	1.0	2.5	0.0	1.5	1.5	5.0
Florida Gateway	0.5	1.0	1.5	2.5	2.5	5.0	10.0
Lake-Sumter	1.5	2.0	3.5	0.0	2.0	2.0	7.0
Manatee-Sarasota	1.5	1.5	3.0	1.0	0.0	1.0	6.0
Miami Dade	2.5	2.0	4.5	1.5	0.0	1.5	9.0
North Florida	1.5	0.0	1.5	0.0	2.0	2.0	4.0
Northwest	0.0	0.5	0.5	0.0	0.5	0.5	1.0
Palm Beach	2.5	2.5	5.0	1.5	0.0	1.5	10.0
Pasco-Hernando	1.0	1.5	2.5	0.0	1.0	1.0	5.0
Pensacola	0.0	1.0	1.0	0.0	0.0	0.0	2.0
Polk	0.0	1.5	1.5	0.0	2.5	2.5	5.0
St. Johns River	1.5	2.5	4.0	0.5	1.5	2.0	8.0
St. Petersburg	1.5	2.0	3.5	0.0	0.0	0.0	7.0
Santa Fe	2.5	1.5	4.0	0.0	0.0	0.0	8.0
Seminole	2.0	2.0	4.0	0.0	1.0	1.0	8.0
South Florida	0.5	0.5	1.0	0.0	0.0	0.0	2.0
Tallahassee	1.5	2.5	4.0	2.5	2.5	5.0	10.0
Valencia	2.0	2.5	4.5	0.0	0.5	0.5	9.0

*College names were truncated for formatting purposes.

For this measure, the full-time rate was weighted at one-half (1/2) and the part-time rate was weighted at one-half (1/2). The maximum points for the full-time rate were 2.5 and the maximum points for the part-time rate were 2.5, which results in 5 points when added together.

The points earned for this metrics may be used in the performance funding model. However, because the Commissioner's recommended model applies different weights to measures it is not possible to add the points earned across multiple measures, as depicted in this and similar documents, to arrive at the final outcome of the performance funding model.

References

National Center for Education Statistics. (NCES). (n.d.) *Glossary*. Washington, DC: Institute for Education Sciences, U.S. Department of Education. Retrieved from <http://nces.ed.gov/ipeds/glossary/index.asp?id=207>

APPENDIX ITEM D

Entry Level Wage Measure

Entry Level Wages

One measure recommended by the Commissioner of Education focused on capturing the post-college earnings of graduates. In particular, this measure was created to determine the Entry Level Wages of graduates. The method for quantifying this measure is provided as follows.

Defining the Cohort

This measure captures the outcomes of a cohort of graduates a year after graduating. To be included in the cohort, the student would have earned one of the following credentials.

- Post-Secondary Adult Vocational Certificate (PSAV)/Career and Technical Certificate (CTC)
- Post-Secondary Vocational Certificates (PSVC)/College Credit Certificates (CCC)
- Applied Technical Diploma (ATD)
- Educator Preparation Institute (EPI)
- Certificate of Professional Preparation (CPP)
- Apprenticeship (APPR)
- Advanced Technical Certificate (ATC)
- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of Applied Science (AAS)
- Bachelor of Science (BS)
- Bachelor of Applied Science (BAS)

Timeframe for Measurement

This measure identifies graduates working with wages in the fourth fiscal quarter after graduation.

Figure 4.1 illustrates the time frames for the years used to develop this measure. Because many colleges have traditional and compressed terms, students may graduate at various times throughout the year. For the purposes of analysis, the standard practice of counting graduates for an entire year was applied. To be counted as employed and therefore able to determine wages, the graduate had to have an earnings record during the fourth fiscal quarter of the year; which corresponds with October through December.

Figure 4.1. Example of the Timeframe for Counting Outcomes

	Year of Graduation												Year After Graduation											
	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE
Graduation Date																								
Employed																								

Sources of Data

To identify the outcomes for this measure, Division of Florida College System and Florida Department of Education staff utilized three data sources (Table 4.1). First, the cohort was developed using the Student Data Base, which is part of the Community College and Technical Center Management Information System (CCTCMIS). After defining the cohort, students were first matched against the Florida Education and Training Placements Information Program (FETPIP); which is housed within the Florida Department of Education.

Wage data are from the Florida Department of Economic Opportunity's (DEO) Occupational Employment and Wages Estimates Delivery System (EDS) by workforce investment region boundaries. Workforce regions largely overlap with college boundaries. Average entry level wages as defined by DEO were used as the point of comparison.

Table 4.1. Descriptions of Data Sources

Data Source	Description
CCTCMIS:	CCTCMIS is statewide data collection system for the Florida College System and Career & Adult Education institutions administered by the Florida Department of Education.
FETPIP:	FETPIP is a data collection and consumer reporting system established to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida.
DEO:	Department of Economic Opportunity. The Occupational Employment Statistics and Wages (OES) program produces employment and wage estimates for over 800 occupations. These are estimates of the number of people employed in certain occupations and the wages paid to them.

Sources. www.fldoe.org and www.floridajobs.org

Metrics

Particular metrics were created after defining a concept to measure and then defining the cohort, timeframe for measurement, and sources of data.

For the Entry Level Wages measure, the metric was defined as the average wage of graduates found working full-time in the FETPIP database compared to entry-level wages in the college's service area as determined by the Florida Department of Economic Opportunity.

The resulting data for each Florida College System institution on this metric are provided in Table 4.2.

Table 4.2. Data for the Entry Level Wages Measure, by Florida College System Institution: 2015 Performance Funding Model

FCS Institution*	Prior Year			Current Year		
	College Completer Avg. FT Wage (2011-12)	DEO Entry Level Wage in Service Area (2012)	(College minus DEO)/DEO	College Completer Avg. FT Wage (2012-13)	DEO Entry Level Wage in Service Area (2013)	(College minus DEO)/DEO
Eastern Florida	\$34,089	\$19,406	75.66%	\$34,028	\$19,860	71.34%
Broward	\$37,866	\$19,236	96.85%	\$40,224	\$19,633	104.88%
Central Florida	\$33,790	\$18,883	78.94%	\$34,072	\$19,236	77.13%
Chipola	\$36,664	\$18,511	98.06%	\$34,972	\$19,006	84.01%
Daytona	\$34,748	\$18,714	85.68%	\$35,296	\$19,189	83.94%
Florida SouthWestern	\$39,351	\$19,385	102.99%	\$39,944	\$19,667	103.10%
FSCJ	\$37,236	\$19,805	88.02%	\$38,036	\$19,987	90.30%
FKCC	\$40,267	\$19,062	111.24%	\$41,864	\$19,393	115.87%
Gulf Coast	\$35,573	\$18,702	90.21%	\$35,564	\$19,096	86.24%
Hillsborough	\$37,871	\$19,420	95.01%	\$38,072	\$19,811	92.18%
Indian River	\$36,198	\$19,081	89.71%	\$35,900	\$19,436	84.71%
Florida Gateway	\$37,016	\$18,139	104.07%	\$38,900	\$18,828	106.61%
Lake-Sumter	\$34,623	\$18,850	83.68%	\$35,656	\$19,194	85.77%
Manatee-Sarasota	\$36,614	\$19,506	87.71%	\$36,488	\$19,835	83.96%
Miami Dade	\$38,555	\$19,062	102.26%	\$38,904	\$19,393	100.61%
North Florida	\$38,006	\$18,139	109.53%	\$34,132	\$18,828	81.28%
Northwest Florida	\$34,126	\$18,805	81.48%	\$33,676	\$19,284	74.63%
Palm Beach	\$35,215	\$19,700	78.75%	\$35,196	\$20,101	75.10%
Pasco-Hernando	\$35,172	\$19,420	81.11%	\$36,444	\$19,811	83.96%
Pensacola	\$32,284	\$18,817	71.57%	\$34,216	\$19,029	79.81%
Polk State	\$37,703	\$18,924	99.23%	\$38,764	\$19,446	99.34%
St. Johns River	\$36,080	\$19,805	82.18%	\$35,220	\$19,987	76.21%
St. Petersburg	\$41,879	\$19,420	115.65%	\$43,648	\$19,811	120.32%
Santa Fe	\$36,157	\$19,387	86.50%	\$37,196	\$19,823	87.64%
Seminole	\$35,075	\$18,850	86.08%	\$35,440	\$19,194	84.64%
South Florida	\$34,284	\$18,354	86.80%	\$37,960	\$19,117	98.57%
Tallahassee	\$33,514	\$19,383	72.90%	\$34,896	\$19,595	78.09%
Valencia	\$33,712	\$18,850	78.85%	\$33,052	\$19,194	72.20%

*College names were truncated for formatting purposes.

Benchmark to Earn Points

For this measure, two benchmarks are provided for each college: an Excellence Benchmark and an Improvement Benchmark. A college's performance for the measure is determined by using the highest score, doubled. So, for example, if the college earned 4.5 points on the Excellence Benchmark and 2.5 on the Improvement Benchmark, the college would get a score of 9 (4.5 x 2 = 9.0). This measure has a maximum value of 10.0 and a minimum value of 1.0.

Excellence Benchmark. For the Entry Level Wages measure, the Excellence Benchmark was determined using data for each college's most recent year available and comparing it to the mean for all 28 colleges' prior year. Colleges below the mean minus one standard deviation receive no points.

Colleges receive points on a scale from low (the mean minus one standard deviation) to high (the mean plus one standard deviation) in ten increments. Colleges above the high point of the scale receive the maximum points available.

Improvement Benchmark. For the Entry Level Wages measure, the Improvement Benchmark was determined by using data for each college's most recent year rate of change from the prior year. Colleges with a rate below .50% receive no points. Colleges receive points on a scale from low (.50%) to high (5.0%) in ten increments. Colleges above the high point of the scale receive the maximum points available.

Data for each college on the Entry Level Wages measure are provided in Table 4.3.

Table 4.3. Entry Level Wages Measure, by Florida College and Points Earned: 2015 Performance Funding Model

FCS Institution	Points Earned		Points to be Used in the Model
	Excellence	Improvement	
Eastern Florida State College	0.0	0.0	1.0
Broward College	5.0	5.0	10.0
College of Central Florida	0.0	0.0	1.0
Chipola College	1.5	0.0	3.0
Daytona State College	1.5	0.0	3.0
Florida SouthWestern State College	5.0	0.0	10.0
Florida State College at Jacksonville	2.5	2.5	5.0
Florida Keys Community College	5.0	4.0	10.0
Gulf Coast State College	2.0	0.0	4.0
Hillsborough Community College	3.0	0.0	6.0
Indian River State College	1.5	0.0	3.0
Florida Gateway College	5.0	2.0	10.0
Lake-Sumter State College	1.5	2.0	4.0
State College of Florida, Manatee-Sarasota	1.5	0.0	3.0
Miami Dade College	4.5	0.0	9.0
North Florida Community College	1.0	0.0	2.0
Northwest Florida State College	0.0	0.0	1.0
Palm Beach State College	0.0	0.0	1.0
Pasco-Hernando State College	1.5	3.5	7.0
Pensacola State College	0.5	5.0	10.0
Polk State College	4.5	0.0	9.0
St. Johns River State College	0.0	0.0	1.0
St. Petersburg College	5.0	4.0	10.0
Santa Fe College	2.0	1.0	4.0
Seminole State College of Florida	1.5	0.0	3.0
South Florida State College	4.0	5.0	10.0
Tallahassee Community College	0.0	5.0	10.0
Valencia College	0.0	0.0	1.0

The points earned for this measure may be used in the performance funding model. However, because the Commissioner's recommended model applies different weights to measures it is not possible to add the points earned across multiple measures, as depicted in this and similar documents, to arrive at the final outcome of the performance funding model.

APPENDIX ITEM E

Proviso language tied to Specific Appropriation 122 of the 2015-16 General Appropriations Act

“From the \$40,000,000, which includes \$20,000,000 new funding and \$20,000,000 redistributed from the base, for Florida College Performance Based Incentives in Specific Appropriation 122 from the General Revenue Fund, the State Board of Education shall allocate all of such appropriated funds pursuant to a performance funding model approved by the State Board of Education prior to September 1, 2015. The approved model must be based on a modified version of the performance funding model submitted by the Commissioner in her letter of January 23, 2015, which shall be limited to measures addressing the following areas: Job Placement, Program Completion and Graduation Rates, Retention Rates, and Completer Entry Level Wages.

The board must evaluate the institutions’ performance on the measures based on benchmarks adopted by the board that measure the achievement of institutional excellence or improvement. The amount of funds available for allocation to the institutions based upon the performance funding model shall consist of new funding, together with funds redistributed from the base funding for the Florida College System Program Fund. The board shall establish a minimum performance threshold that colleges must meet in order to be eligible for new funding under the performance funding model adopted by the board. The minimum threshold shall be set in a manner to ensure that not all colleges are eligible for new funding. All institutions eligible for new funding under the performance funding model shall have their base funding restored. Any institution that fails to meet the board’s minimum performance funding threshold will have a portion of its base funding withheld and must submit an improvement plan to the Board that specifies the activities and strategies for improving the institution’s performance. The board must review the improvement plan, and if approved, monitor the institution’s progress on implementing the activities and strategies specified in the improvement plan.

The Commissioner of Education shall withhold disbursement of the base funds until such time as the monitoring report for the institution is approved by the board. Any institution that fails to make satisfactory progress shall not have its full base funding restored. If all funds are not restored, then any remaining funds shall be redistributed in accordance with the board’s adopted performance funding model to the seven state colleges that had the highest overall performance scores.”

APPENDIX ITEM F

Implementing Bill Senate Bill 2502-A (2015) Section 15

Section 15. (1) In order to implement Specific Appropriation 122 of the 2015-2016 General Appropriations Act, the Florida College System Performance-Based Incentive must be based on indicators of institutional attainment of performance metrics adopted by the State Board of Education. The performance-based funding metrics must be limited to metrics that measure retention; program completion and graduation rates; job placement; and postgraduation employment, salaries, or further education.

(2) The State Board of Education shall evaluate the institutions' performance on the metrics based on benchmarks adopted by the board which measure the achievement of institutional excellence or improvement. The amount of funds available for allocation to the institutions each fiscal year based on the performance funding model shall be composed of the state's investment in performance funding, plus an institutional investment consisting of funds to be redistributed from the base funding of the Florida College System Program Fund, as determined in the General Appropriations Act. The board shall establish a minimum performance threshold that the institutions must meet in order to be eligible for the state's investment in performance funds. The institutional investment shall be restored for all institutions eligible for the state's investment under the performance funding model. An institution that fails to meet the board's minimum performance funding threshold is not eligible for the state's investment, shall have a portion of its institutional investment withheld, and shall submit an improvement plan to the board which specifies the activities and strategies for improving the institution's performance.

(3) The State Board of Education must review the improvement plan and, if approved, must monitor the institution's progress on implementing the specified activities and strategies. The institutions shall submit monitoring reports to the board no later than December 31, 2015, and May 31, 2016.

(4) The Commissioner of Education shall withhold disbursement of the institutional investment until such time as the monitoring report for the institution is approved by the State Board of Education. An institution that fails to make satisfactory progress will not have its full institutional investment restored. If all institutional investment funds are not restored, any remaining funds shall be redistributed in accordance with the board's performance funding model.

(5) This section expires July 1, 2016.